

AN ACT relating to professional learning programs.

Be it enacted by the General Assembly of the Commonwealth of Kentucky

Section 1. KRS 156.095 is amended to read as follows:

(1) *“Professional learning” means an individual and collective responsibility that fosters shared accountability among the entire education workforce for student achievement, and:*

(a) *Aligns with Kentucky’s Core Academic Standards, educator effectiveness standards, individual professional growth goals, and school, school district, and state goals for student achievement;*

(b) *Focuses on content, pedagogy, pedagogical content-knowledge, as specified in certification requirements, Characteristics of Highly Effective Teaching and Learning, and other related job-specific performance standards and expectations;*

(c) *Occurs among educators at school or in their workplace who share accountability for student results;*

Is facilitated by well-prepared school and district leaders including curriculum specialists, principals, coaches, mentors, master teachers, or other teacher leaders;

(d) *Serves simultaneously three purposes for professional learning—individual improvement (alignment with individual growth goals), school and team improvement (alignment with school and team improvement), and program implementation (alignment with state, district, and school improvement goals and initiatives);*

(e) *Occurs several times per week during the with the intent to acknowledge the ongoing professional learning most educators are currently doing and to focus it more closely on individual, team, school, district, and state improvement goals--among established teams of educators in which educators engage in a continuous cycle of improvement that;*

(f) *Assesses student, educator, school, and district learning needs through a thorough, rigorous analysis of educator and student performance;*

i. *Defines a clear set of educator learning goals based on analyzed data and aligned with school, school district, and state improvement goals;*

ii. *Engages educators in learning experiences to achieve educator professional learning and school, district, and state improvement goals identified by implementing coherent, sustained, and evidenced-based learning designs, including and not limited to curriculum development, examining student work, developing instructional units or lessons, lesson study, action research,*

developing and scoring summative and formative assessments, peer observation, coaching and other approaches that improve instructional and leadership effectiveness and student achievement;

- iii. Provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge, skills, practices, and dispositions to the classroom or workplace;
- iv. Uses formative and summative measures to assess the effectiveness of professional learning in achieving educator learning goals, improving teaching and leadership, and ensuring all students meet Kentucky's Core Academic Standards;
- v. Informs ongoing improvements in teaching, leadership, and student learning; and
- vi. Is supported by external assistance when expertise does not reside within the team or school to achieve intended outcomes.

~~(2)(4)~~ The Kentucky Department of Education shall establish, direct, and maintain a statewide program of professional learning development to improve instruction in the public schools.

~~(3)(2)~~ Each local school district superintendent shall appoint a certified school employee to fulfill the role and responsibilities of a professional learning development coordinator who shall disseminate professional development information to schools and personnel. Upon request by a school council or any employees of the district, the coordinator shall provide technical assistance to the council or the personnel that may include assisting with needs assessments, analyzing school data, planning and evaluation assistance, organizing district-wide programs requested by school councils or groups of teachers, or other coordination activities.

- (a) The manner of appointment, qualifications, and other duties of the professional learning development coordinator shall be established by Kentucky Board of Education through promulgation of administrative regulations.
- (b) The local district professional learning development coordinator shall participate in the Kentucky Department of Education annual training program for local school district professional learning development coordinators. The training program may include, but not be limited to, the demonstration of various approaches to needs assessment and planning; strategies for implementing long-term, school-based professional development; strategies for strengthening teachers' roles in the planning, development, and evaluation of professional development; and demonstrations of model professional development

programs. The training shall include information about teacher learning opportunities relating to the core content standards. The Kentucky Department of Education shall regularly collect and distribute this information.

- (c) The local district professional learning coordinator shall collaborate with the district Professional Growth and Effectiveness System contact person.

~~(4)(3)~~ The Kentucky Department of Education shall provide or facilitate optional, professional learning development programs for certified personnel throughout the Commonwealth that are based on the statewide needs of teachers, administrators, and other education personnel. Programs may include classified staff and parents when appropriate. Programs offered or facilitated by the department shall be at locations and times convenient to local school personnel and shall be made accessible through the use of technology when appropriate. They shall include programs that: address the goals for Kentucky schools as stated in KRS 158.6451, including reducing the achievement gaps as determined by an equity analysis of the disaggregated student performance data from the state assessment program developed under KRS 158.6453; engage educators in effective learning processes and foster collegiality and collaboration; and provide support for staff to incorporate newly acquired skills into their work through practicing the skills, gathering information about the results, and reflecting on their efforts. Professional learning development programs shall be made available to teachers based on their needs which shall include but not be limited to the following areas:

- (a) Strategies to reduce the achievement gaps among various groups of students and to provide continuous progress;
- (b) Curriculum content and methods of instruction for each content area, including differentiated instruction;
- (c) School-based decision making;
- (d) Assessment literacy;
- (e) Integration of performance-based student assessment into daily classroom instruction;
- (f) Nongraded primary programs;
- (g) Research/evidence-based instructional practices;
- (h) Instructional uses of technology;
- (i) Curriculum design to serve the needs of students with diverse learning styles and skills and of students of diverse cultures;
- (j) Instruction in reading, including phonics, phonemic awareness, comprehension, fluency, and vocabulary;
- (k) Educational leadership; and

- (l) Strategies to incorporate character education throughout the curriculum.

(5) The department shall promulgate administrative regulations defining the standards for professional learning and expectations.

~~(6)(5)~~ The department shall assist school personnel in assessing the impact of professional **learning** development on their instructional practices and student learning.

~~(7)(5)~~ The department shall assist districts and school councils with the development of long-term school and district improvement plans that include multiple strategies for professional **learning** development based on the assessment of needs at the school level.

- (a) Professional **learning** development strategies may include, but are not limited to, participation in subject matter academies, teacher networks, training institutes, workshops, seminars, and study groups; collegial planning; action research; mentoring programs; appropriate university courses; and other forms of professional development.

- (b) In planning the use of the four (4) days for professional **learning** development under KRS 158.070, school councils and districts shall give priority to programs that increase teachers' understanding of curriculum content and methods of instruction appropriate for each content area based on individual school plans. The district may use up to one (1) day to provide district-wide training and training that is mandated by state or federal law. Only those employees identified in the mandate or affected by the mandate shall be required to attend the training.

- (c) In addition to the annual four (4) days of professional learning for certified teachers provided in KRS 158.070 and the annual twenty-one (21) hours of professional learning required for administrators in KRS 156.101, the school councils and districts shall provide the opportunity for a minimum of fifty (50) additional hours of data-informed, job-embedded professional learning focused on student success.**

- ~~(d)(e)~~ State funds allocated for professional **learning** development shall be used to support professional **learning** development initiatives that are consistent with local school improvement and professional **learning** development plans and teachers' individual growth plans. The funds may be used throughout the year for all staff, including classified and certified staff and parents on school councils or committees. A portion of the funds allocated to each school council under KRS 160.345 may be used to prepare or enhance the teachers' knowledge and teaching practices related to the content and subject matter that are required for their specific classroom assignments.

- ~~(8)(6)~~ (a) By August 1, 2010, the Kentucky Cabinet for Health and Family Services shall post on

its Web page suicide prevention awareness information, to include recognizing the warning signs of a suicide crisis. The Web page shall include information related to suicide prevention training opportunities offered by the cabinet or an agency recognized by the cabinet as a training provider.

- (b) By September 1, 2010, and September 1 of each year thereafter, every public middle and high school administrator shall disseminate suicide prevention awareness information to all middle and high school students. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

~~(9)(7)~~ The Department of Education shall establish an electronic consumer bulletin board that posts information regarding professional learning development providers and programs as a service to school district central office personnel, school councils, teachers, and administrators. **The Department of Education is encouraged to develop a system to review third party professional learning opportunities. Once developed,** participation on the electronic consumer bulletin board shall be **required** ~~voluntary~~ for professional learning development providers or vendors, but shall also include all programs sponsored by the department. Participants shall provide the following information: program title; name of provider or vendor; qualifications of the presenters or instructors; objectives of the program; program length; services provided, including follow-up support; costs for participation and costs of materials; names of previous users of the program, addresses, and telephone numbers; and arrangements required. Posting information on the bulletin board by the department shall not be viewed as an endorsement of the quality of any specific provider or program.

~~(10)(8)~~ The Department of Education shall provide training to address the characteristics and instructional needs of students at risk of school failure and most likely to drop out of school. The training shall be developed to meet the specific needs of all certified and classified personnel depending on their relationship with these students. The training for instructional personnel shall be designed to provide and enhance skills of personnel to:

- (a) Identify at-risk students early in elementary schools as well as at-risk and potential dropouts in the middle and high schools;
- (b) Plan specific instructional strategies to teach at-risk students;
- (c) Improve the academic achievement of students at risk of school failure by providing individualized and extra instructional support to increase expectations for targeted students;

(d) Involve parents as partners in ways to help their children and to improve their children's academic progress; and

(e) Significantly reduce the dropout rate of all students.

~~(II)(9)~~ The department shall establish teacher academies to the extent funding is available in cooperation with postsecondary education institutions for elementary, middle school, and high school faculty in core disciplines, utilizing facilities and faculty from universities and colleges, local school districts, and other appropriate agencies throughout the state. Priority for participation shall be given to those teachers who are teaching core discipline courses for which they do not have a major or minor or the equivalent. Participation of teachers shall be voluntary.